



## Reading Strategy – Brixham Church of England Primary School

Brixham Primary school believes that reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.



At Brixham, we aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through carefully planned sequences of whole-class teaching, using up-to-date strategies. We aim to use challenging and purposeful reading materials and resources within learning experiences and Guided Reading sessions and to provide a breadth and range of reading material in school.

We have 5 main aims for reading at Brixham:

- 1) To ensure ALL pupils become fluent readers.
- 2) To provide a coherent approach, where reading is at the heart of all learning
- 3) To provide an environment and culture where pupils develop a love for reading
- 4) To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach
- 5) To ensure ALL pupils make good progress in reading, providing quick catch up for pupils that do not

### 1

#### **To ensure ALL pupils become fluent readers.**

Fluency allows for comprehension. We therefore prioritise reading fluency in order to ensure all pupils become accurate and automatic readers.

- 1) **Right from day one** – Pupils at Brixham are taught phonics right from their very first day in EYFS. Phonics is a priority and is then taught daily from that point on.
- 2) **Phonics alignment** – Our pupils follow the **Read, Write, Inc** phonics programme. The books that pupils read directly match those of the phonics scheme being taught in class. This enables pupils to apply and transfer their phonics knowledge from lessons into the books that they read.
- 3) **Assessment**- Teachers regularly assess children's progress through, and within, the phonics colours and discuss in our weekly phonics training sessions. We also have an "assessment team" who meet to ensure

consistency in assessment. They then carry out assessments on all children on the programme every half term.

Children who have graduated from phonics are also assessed regularly on their ability to read challenging texts fluently by their class teacher. Interventions with a focus on fluency are given to children needing additional support.

- 4) **Consistent approach** – Phonics teachers have weekly training and practice sessions based on RWI material. This enables all teaching staff to have the skills to deliver high quality RWI phonics sessions throughout the academic year. It ensures a consistent approach in our teaching and children know what to expect from their phonics lessons. All children, regardless of their year group, have daily phonics sessions until they can attain the required fluency to graduate from the programme.
- 5) **Fluency a focus even after phonics** – We know that fluency is key for reading comprehension. Children who have graduated from RWI phonics still have the opportunity to develop fluency further through repeated reads, listening to the teacher model and through an increased focus on vocabulary acquisition.
- 6) **Practice develops automaticity** – Children log their reading from home in their ‘Reading Records’. This allows teachers to monitor how regularly children are reading. If a child is not logging their reading at least three times a week, teachers contact parents to enquire how reading is going at home and to offer support. Extra daily opportunities to read at school are afforded to any children who are unable to read at home.

## 2

### To provide a coherent approach, where reading is at the heart of all learning

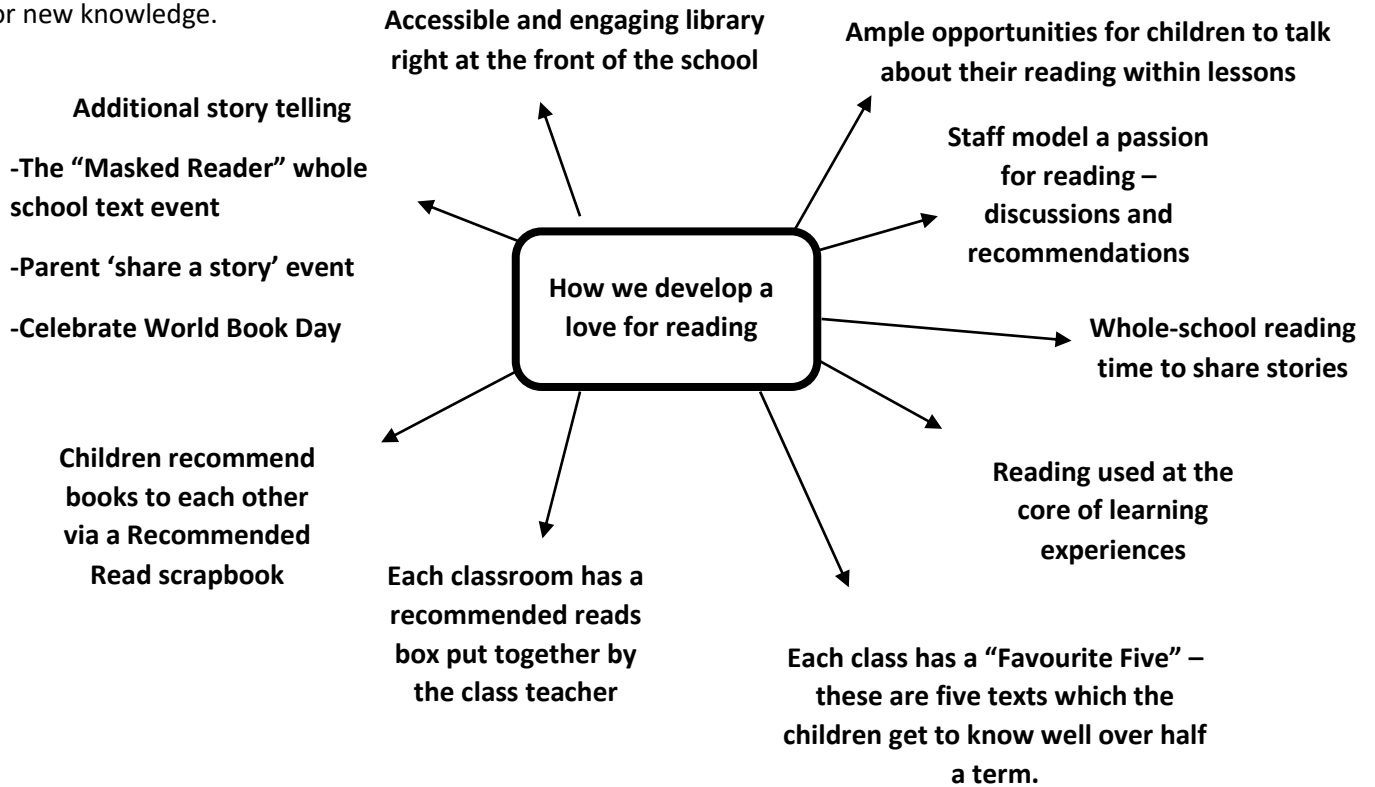
Reading is a fundamental skill for every child’s development. Prioritising reading with dedicated time during the weekly timetable ensures that pupils experience reading across many different contexts.

Dedicated teaching time for active reading	Reading to serve the curriculum	Daily reading of a ‘Favourite Five’	Children collect vocabulary
Pupils are either taught phonics in targeted groups, or, once graduated from RWI, taught <b>whole-class</b> guided reading for a minimum of 30 minutes. These lessons start at 10:30.	Pupils use reading as a tool to build deepening knowledge and understanding across the curriculum, linked to learning experiences.	Teachers dedicate time each day to read a “favourite five” text to the children.	New language from texts covered in class are noted onto flashcards. Teachers then quiz children on this vocabulary, ensuring pupils are exposed to new language multiple times. This increases retention of new language.

# 3

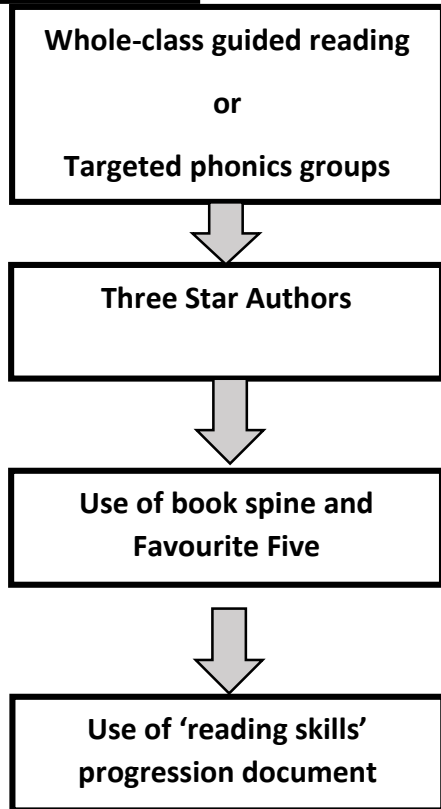
## To provide an environment and culture where pupils develop a love for reading

We develop a love for reading so that our children want to read, developing their fluency, comprehension and thirst for new knowledge.



# 4

To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach



Once children have graduated from RWI phonics, they receive guided reading lessons from their class teacher. We have two types of guided reading lessons that take place regularly:

### Learning Enquiry Based Lessons

In these lessons, pupils read challenging texts which have been carefully selected to deepen knowledge and understanding around the learning enquiry. Through these texts, children:

- build fluency via repeated and modelled reads
- actively acquire and collect new vocabulary
- engage in retrieval practice
- strengthen understanding of the content within the text, linking it to prior learning
- provide accurate and precise summaries of their reading

### Book Club Lessons

These lessons are mainly oral-based and are linked to our favourite five texts. These texts have been carefully selected to provide challenge and exposure to a wide range of texts. Through these lessons, children are afforded the opportunities to:

- react to texts by sharing ideas, likes and dislikes
- predict, infer and articulate thinking
- reflect on how texts have an impact on us as readers
- link texts to previous reading
- study more than one text from a specific author (each year group has three "star authors" that they focus on)

# 5

To ensure ALL pupils make good progress in reading, providing quick catch up for pupils that do not

Identify - Use of assessment	React
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>- Assessment during phonics sessions and whole-class guided reading</li> <li>- Assessment of fluency within lessons</li> <li>- Assessment of vocabulary attainment (quizzes, retrieval questions, flashcards)</li> <li>- Assessment of work in journals</li> <li>- Assessment of the quality of talk in reading lessons (three levels of talk)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>- Half-termly phonics screening (EYFS/Yr1)</li> <li>- Termly Rising Stars PIRA Assessment (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional afternoon phonics sessions</li> <li>• Precision teaching – daily intervention of phonic sounds</li> <li>• Targeted guided group work in class- working with the teacher on the area of need</li> <li>• Additional targeted group work – small group work on the area of need</li> <li>• Daily reading – reading with support staff/volunteers for ADDITIONAL reading practice</li> <li>• Focused whole-class teaching – based on needs of children.</li> </ul>

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| <ul style="list-style-type: none"><li>- STAR reading assessment on Accelerated Reader</li><li>- Half-termly vocabulary Kahoot! quiz</li><li>- Fluency checks (timed reads)</li><li>- Reading tracking sheet</li><li>- Against the reading progression document</li></ul> |  |
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